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ABSTRACT

The purpose of this final report is to provide a description and evaluation to the Camp Fire Greater Arizona Council of the results of Teens in Action: In Pursuit of Peace Curriculum delinquency prevention program. A total of 94 youths in grades 6 through 12 participated in the program in the spring of 2002 at four sites in Chandler. The Student Outcome Survey was used to assess the Chandler program's impact on eight key areas on 94 youths. The purpose was to determine if there were gains in the direction of the program. Overall, when all of the participants' results were examined, they showed positive gains, and evidence of the positive effects of the program in all eight areas of the program. These results are presented for all 94 youths combined. Open-ended responses showed that after participating in the program the youth expressed themselves with more concrete and realistic terms when they described ways to resolve conflict between two people. In addition when the youth were asked to describe ways to decrease violence, they were able to generate more ideas for promoting peace and peaceful attitudes. Four appendixes include a verbatim listing of all written responses; the "In Pursuit of Peace" curriculum; and Student Outcome Survey pre- and post-surveys. (GCP)

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CAMP FIRE GREATER ARIZONA COUNCIL

TEENS IN ACTION:
IN PURSUIT OF PEACE CURRICULUM

FINAL EVALUATION REPORT

JUVENILE JUSTICE PROGRAMS:
TITLE II FORMULA GRANT

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EXECUTIVE SUMMARY

The purpose of this Final Report is to provide a description and evaluation to the Camp Fire Greater Arizona Council of the results of the Teens in Action: In Pursuit of Peace Curriculum delinquency prevention program at four sites in Chandler (Spring 2002) and at the Peace Camp in the Summer of 2002:

A total of 94 youths in grades 6 - 12 participated in the program in the spring of 2002 at four sites in Chandler. An additional component of the Delinquency Program was implemented in the summer 2002 with 44 youths at Northern Arizona University. The project was implemented in the following locations:

- Chandler High School
- Chandler Boys & Girls' Club
- Chandler Housing Development
- Improving Chandler Area Neighborhoods (I.C.A.N.), and
- Peace Camp.

The Student Outcome Survey was used to assess the Chandler program's impact in eight key areas on 94 youths. A written section of the Student Outcome Survey provided open-ended results where youths could write out their comments. At the Peace Camp 44 youths attended the camp and completed an evaluation. The pre-Student Outcome Survey was administered to the youth at the beginning of the program and a post-Student Outcome Survey was administered at the end of the program in the spring of 2002. The purpose was to determine if there were gains in the direction of the program.

Overall, when all of the participants' results were examined they showed positive gains, and evidence of the positive effects of the program in all eight areas of the program. These results are presented for all 94 youths combined.

Open-ended responses were also obtained from the 94 youth on Items 9 and 10. These were written results. These results were analyzed and the pre-survey results were compared with the post-survey results. These results showed that after participating in the program the youth expressed themselves with more concrete and realistic terms when they described ways to resolve conflict between two people. In addition when the youth were asked to describe ways to decrease violence, they were able to generate more ideas for promoting peace and peaceful attitudes. The ways the youth expressed themselves were more personally-oriented than societally-oriented. This probably reflects the program's emphasis on promoting peace on the individual level.

PROGRAM DESCRIPTION

In Pursuit of Peace Curriculum

The In Pursuit of Peace Curriculum was designed to teach youth the skills needed to resolve problems peacefully. The contents of the In Pursuit of Peace Curriculum are presented in Appendix B.

The project and curriculum are designed to teach youth who:

- will learn to communicate effectively,
- will learn to understand racism, and the effect of prejudice,
- will learn conflict resolution skills,
- will plan and implement a community service peace project,
- will learn to be role models, and
- ultimately will become peacemakers in the community.

In addition, a violence reduction camp called Peace Camp was held at Northern Arizona University. The camp included team building, guest speakers, group consensus, project planning, and problem solving, and the participants planned another peace project to be implemented in the larger community.

Program Description

Camp Fire's program, Delinquency Prevention, targeted youth in grades 6 - 12 who reside in the inner city Chandler area. The In Pursuit of Peace Curriculum was implemented with 94 youths (60% boys, 40% girls) in the following sites: Chandler High School with 52 youths, the Chandler Boys & Girls' Club with 19 youths, the Chandler Housing Development with 14 youths, and the Improving Chandler Area Neighborhoods (I.C.A.N.) with 9 youth. See Tables 1 - 4.

Table 1. Participants

Site	N
Chandler High School	52
Boys & Girls' Club	19
Chandler Housing Development	14
I.C.A.N.	9
Total	94

Table 2. Ethnic Groups

	N	%
Anglo	2	2.1%
Black	10	10.6%
Hispanic	65	69.1%
Native American	1	1.1%
Other	16	17.0%
Total	94	100.0%

Table 3. Ages

Site	10	11	12	13	14	15	16	17	18
Chandler High School	--	--	--	1	18	26	5	2	--
Boys & Girls' Club	--	1	1	--	2	9	4	1	1
Chandler Housing Development	1	--	--	--	4	4	5	--	--
I.C.A.N	--	--	3	1	--	1	1	3	--
Total	1	1	4	2	24	40	15	6	1

Table 4. Grades

Site	6	7	8	9	10	11	12
Chandler High School	--	--	--	48	4	--	--
Boys & Girls' Club	--	1	1	12	3	2	--
Chandler Housing Development	1	--	3	6	4	--	--
ICAN	1	2	1	--	1	3	1
Total	2	3	5	66	12	5	1

EVALUATION RESULTS

Student Outcome Survey Results: Spring 2002

Survey Description

The Student Outcome Surveys were administered as pre-surveys before the program began in the spring and as post-surveys when the program was completed. The surveys contained the same questions. In this way the learning of the participants could be assessed.

Pre-Surveys and Post-Surveys were developed by the program evaluator and the staff of Camp Fire. It was designed to assess key areas of the In Pursuit of Peace Curriculum. The survey consisted of eight items for which participants would answer "agree", "undecided" and "disagree". The survey was designed so that for survey items 1 - 6, "agree" would indicate the desired direction intended by the program. For survey items 7 - 8, "disagree would indicate the desired direction intended by the program. See Appendices C and D for copies of the surveys.

The reading grade level of the survey was 5th grade using the Flesch-Kincaid method. This seemed appropriate since the participants were in grades 6 through 12.

Results for Each Site

Chandler High School

At Chandler High School five of the eight items showed a positive change. The greatest gain was in reported involvement in "a community service project" (+25.0%). (See Table 5).

Table 5. Percentages "Gains" at Chandler High School

Statement	Desired Response		
	Pre-Survey	Post-Survey	Diff
1. Intolerance leads to violence	67.3%	70.2%	+2.9%
2. It is necessary for male teenagers to carry a gun in our society.	9.6%	8.5%	-1.1%
3. Discrimination is an action against people.	76.9%	63.8%	-13.1%
4. Scapegoating is a way people project their anger.	31.4%	27.7%	-3.7%
5. One person can change the community.	46.2%	55.3%	+9.1%
6. I have been involved in a community service project.	34.6%	59.6%	+25.0%
7. A person gains more respect by fighting than by walking away from a problem.	29.8%	34.6%	+4.8%
8. When you hear your friends have been talking trash about you, you should be ready to fight.	23.4%	34.6%	+11.2%

Chandler Boys and Girls' Club

At Chandler Boys and Girls' Club six of the eight items showed a positive change. The greatest improvement was reported in the area of recognizing that "Discrimination is an action against people" (+54.2%). (See Table 6).

Table 6. Percentages "Gains" at Chandler Boys and Girls' Club

Statement	Desired Response		
	Pre-Survey	Post-Survey	Diff
1. Intolerance leads to violence	66.7%	87.5%	+20.8%
2. It is necessary for male teenagers to carry a gun in our society.	0%	25.0%	+25.0%
3. Discrimination is an action against people.	33.3%	87.5%	+54.2%
4. Scapegoating is a way people project their anger.	11.1%	50.0%	+38.9%
5. One person can change the community.	61.1%	87.5%	+26.4%
6. I have been involved in a community service project.	77.8%	50.0%	-27.8%
7. A person gains more respect by fighting than by walking away from a problem.	37.5%	38.9%	+1.4%
8. When you hear your friends have been talking trash about you, you should be ready to fight.	25.0%	16.7%	-8.3%

Chandler Housing Development

At the Chandler Housing Development two out of eight of the items showed a positive change (See Table 7). It should be pointed out here that only three youths took the pre-survey and post-survey, which is such a small number that they do not provide reliable data. Also, the three youths all knew Item 1 on the pre-survey (100%) and so they could not show improvement

Table 7. Percentages "Gains" at Chandler Housing Development

Statement	Desired Response		
	Pre-Survey	Post-Survey	Diff
1. Intolerance leads to violence	100%	100%	--
2. It is necessary for male teenagers to carry a gun in our society.	0%	0%	--
3. Discrimination is an action against people.	42.9%	100%	+57.1%
4. Scapegoating is a way people project their anger.	28.6%	0%	-28.6%
5. One person can change the community.	100%	100%	--
6. I have been involved in a community service project.	85.7%	100%	+14.3%
7. A person gains more respect by fighting than by walking away from a problem.	100%	28.6%	-71.4%
8. When you hear your friends have been talking trash about you, you should be ready to fight.	100%	42.9%	-57.1%

Improving Chandler Area Neighborhoods (I.C.A.N.)

At I.C.A.N all of the youths took the pre-survey but they did not take the post-survey and so the changes from pre-survey to post-survey could not be computed.

Table 8. Percentages "Gains" at I.C.A.N.

Statement	Desired Response
	Pre-Survey
1. Intolerance leads to violence	75.0%
2. It is necessary for male teenagers to carry a gun in our society.	14.3%
3. Discrimination is an action against people.	62.5%
4. Scapegoating is a way people project their anger.	25.0%
5. One person can change the community.	62.5%
6. I have been involved in a community service project.	50.0%
7. A person gains more respect by fighting than by walking away from a problem.	25.0%
8. When you hear your friends have been talking trash about you, you should be ready to fight.	0%

All Groups Combined

The results of all students (Chandler High School, Boys & Girls' Club, and Chandler Housing Development were combined to obtain an overall estimate of the improvement of all youths in the program in the spring of 2002. Since the I.C.A.N. students did not take post-surveys, they were not included in the analysis. Only youths with both pre-survey and post-survey were entered in the analysis. The analysis of Table 9 included a total of 85 youths.

The results of the combined analysis showed that all of the youths showed improvement from pre-survey to post-survey. See Table 9.

Table 9. Percentages "Gains" for All Youths

Statement	Agree		
	Pre-Survey	Post-Survey	Diff
1. Intolerance leads to violence	70.1%	73.2%	+3.1%
2. It is necessary for male teenagers to carry a gun in our society.	7.0%	10.7%	+3.7%
3. Discrimination is an action against people.	64.4%	67.9%	+3.5%
4. Scapegoating is a way people project their anger.	25.6%	30.4%	+4.8%
5. One person can change the community.	56.3%	60.7%	+4.4%
6. I have been involved in a community service project.	49.4%	58.9%	+9.5%
7. A person gains more respect by fighting than by walking away from a problem.	32.1%	33.3%	+1.2%
8. When you hear your friends have been talking trash about you, you should be ready to fight.	21.4%	27.6%	+6.2%

Analysis of Written Responses to Survey Items 9, 10, 11

Pre-Survey Item 9

What are ways to resolve conflict between two people? Tell as many ways as you can.

Survey participants responded to this question both from the standpoint of their own involvement in a conflict and as a neutral third party. Their responses were recorded and then classified into general peace-making strategies. Some students responded with more than one strategy.

Table 10 Pre-Survey Item 9 Summary

Strategy	Sample responses	Number
Establishing information	Say what they don't like about each other	2
	Ask questions, why they are fighting	2
	Find out what really happened	2
	Ask how they feel	1
Communicating	Talk about the problem, talk to each other	40
	Write it out	1
	Get things out into the open	1
Negotiating	Help solve the problem	4
	Ask if they need help	1
Interrupting	Walk/run away	8
	Pull one to the side, split them up	2
	Leave it alone, forget about it	2
	Stop	1
	Have them sit down	1
Calling someone else	Tell a grownup, teacher, elder	4
	Talk to others (friends)	3
Getting directly involved in the conflict	Fight, get friends on each other	3
	Jump into the middle	1
Having a peaceful attitude	Be kind, friendly, have a good attitude	2
	"Trust your heart and not your gut"	1
Other	Kiss and make up	2
	Admit wrongdoing	1
	"the person should not if they don't want to"	1
	Leave them alone (don't get involved)	1

Post-Survey Item 9

What are ways to resolve conflict between two people? Tell as many ways as you can.

When the results of the pre-survey were compared with the post-survey it was found that generally the youths expressed themselves with more concrete and realistic terms.

For example, the answer in the Pre-Survey "saying what they don't like about each other" may establish information but not resolve conflict as effectively as "asking if somebody was really talking about you;" "calling someone" in the Pre-Survey was more specifically "calling an adult, teacher or counselor" in the Post-Survey.

Table 11 Post-Survey Item 9 Summary

Strategy	Sample responses	Number
Establishing information	Ask if someone was really talking about you	2
	Ask for explanations, why fighting	2
	Listen	1
	Find out info first	1
	Hear each side of the story	1
Communicating	Talk about it	31
	Write letter, send e-mail	1
Negotiating	Solve the problem	2
Interrupting	Walk away, advise walking away	17
	Ignore it	1
	Break it up, tell them to stop	3
Calling someone of authority	Tell an adult, teacher, counselor	6
Getting directly involved in the conflict	Fight	1
Having a peaceful attitude	Tell them to be cool	1
	Talk nicely to the people having the problem	1
	Stay out of trouble, other people's business	1
	Make friends, invite them to your house, hang out together	2
Other	Advise not to fight, argue	4
	Don't try to break it up	2
	"Take time away from the person"	1
	"Get some friends"	1

Pre-Survey Item 10

What are ways to decrease violence? Tell as many ways as you can.

Participants answered from the standpoint of personal action as well as giving their opinions as to what society should do to decrease violence. Some students gave one idea, and others gave several. Their answers can be loosely categorized as follows:

Table 12 Pre-Survey Item 10 Summary

	Seeking Peace		Avoiding Violence		Other	
Attitudes	Be nice, caring	21	Don't be racist	1	"It's hard to say"	1
	Have an open mind		Don't tolerate violence	1		
			Don't be mean	1		
Actions	Talk, talk before acting	9	Don't fight	17	Confront person talking bad	1
	Participate in community, school projects	3	Walk away	16		
			Urge friends to walk away (create ripple effect)	1		
	Listen	1	Don't argue	8		
	Educate bad people	1	No gangs	8		
			No drugs	8		
	Treat others as you want to be treated	1	Ignore trash talkers; let it go	7		
			No weapons, guns	5		
	"More positive things"	1	Tell someone of authority	4		
			Don't talk trash	3		
			Don't look for trouble	3		
			Tell friends	1		
			No fire	1		
			No killing	1		
			No abuse	1		
			No car accidents	1		
			Avoid violence	1		
			Curfew	1		

Post-Survey Item 10

What are ways to decrease violence? Tell as many ways as you can.

Post-Survey responses showed more ideas for promoting peace and peaceful attitudes compared to Pre-Survey responses. The strategies mentioned for avoiding violence tended to be more personally-oriented rather than societally-oriented in the Post-Survey when compared to the answers in the Pre-Survey. This probably reflects the program's emphasis on promoting peace on the individual level, rather than the proximity of Item 9.

Table 13 Post-Survey Item 10 Summary

	Seeking Peace		Avoiding Violence		Other	
Attitudes	Do your best	2	No prejudice, racism	1		
	Be polite	1				
Actions	Talk	19	Walk away	10	Not sure--not possible to avoid violence	1
	Solve own problems with people	4	Don't talk trash, gossip, snitch	6		
	Ask questions	3	Don't fight	4		
	Help others with problems	3	Tell someone of authority	4		
	Promote peace with flyers, projects	3	Stop gangs	3		
			Don't offend others	2		
	Programs, community projects, kids' activities	3	Ignore violence	2		
			No drugs	2		
			Break up a fight	1		
	Stay in school	2				
	Get along with everyone	1	Don't get in the middle of a fight	1		
	Follow rules	1				
	Share feelings in a positive manner	1	Don't get in trouble	1		
			Tell a friend	1		
			No weapons	1		

Post-Survey Item 11

What are the most important things that you learned during this program? List and describe as many things as you can.

Item 11 appeared only on the post-survey. Youths' answers were wide-ranging. Some had a single comment and others mentioned several. These can be loosely categorized as concepts, attitudes, and strategies.

Table 14 Post-Survey Item 11 Summary

Concepts	Fighting doesn't solve anything	4
	World needs more peace in the community	1
	Peace is getting along with others, discussing	1
	Peace is good	1
	Violence is wrong	1
	Violence and racism are part of life, people always fight	1
	Nothing	1
	Everything	1
	Fighting is not everything	1
Attitudes that favor peace	Make peace, be a peacemaker	9
	Be nice, polite	7
	Get along with everyone	3
	Help people	3
	How to respect people, elders	3
	Gain respect by not always fighting	2
	Don't do violence to things not yours	1
	Don't be racist or judge by looks	1
Strategies for avoiding violence	Walk away from a fight	7
	Talk, communicate	4
	How to work things out, resolve conflicts	4
	Don't start fights	3
	How to stay out of trouble	1
	Don't fight for little things	1
	Don't fight back	1
	Ignore fights	1
	Call someone when someone is getting killed	1
	Find out if someone really is talking about you behind your back	1
	Don't do drugs	1
Other	Take action on what you want	1
Suggestion	Change activity, have better games	1

Peace Camp Results Summer 2002

Youth in this project attended the Peace Camp from June 17 to June 21, 2002 at Northern Arizona University. A total of 34 youth completed the following evaluation survey. See Table 15.

Table 15 Peace Camp Youth Evaluation Results

Area	Excellent	Good	Fair	Poor	Total
Equipment	29%	35%	15%	21%	100%
Program	24%	18%	50%	8%	100%
Staff	71%	18%	6%	5%	100%
Instruction	21%	38%	18%	23%	100%
Food	47%	27%	24%	2%	100%

The following are addition questions of the evaluation survey:

6. The following things are what the youth liked the best about camp:
The people; the people not being judgmental; food, dance, friends; I liked the activities; food and sports games; everyone getting together and talking; dorms; games; cabin/dance/swimming; staff and meeting new friends; bowling; hanging out with a group of people; it was just ok; that we got to sleep in NAU dorms; counselors and food; nothing; the siesta time; when we went to sleep; when we went outside.

7. The following things are what the youth liked the least about camp:
I didn't like sitting down for 5 hours; going home; it wasn't the way it said in the packet; nothing; doing work; the counselors bossing us around; the rules were not so good; everything (especially the project); counselors were too strict; no freedom; counselors treating us like little kids; first day; waiting; activities made it seem like summer school; we weren't at the real camp; the peace thing; conference room; the program; rules; workshop; waking up at 6:30.

8. The following are changes the youth would like to see at next year's camp:
To sleep longer; no workshop; I would like to camp next time; rules; workshop; the rules and the dances more rap music; I don't know; more sport games and no workshops; that we wouldn't stay in dorms; no peace thing; more hanging out with boys; have more games at the peace meeting and less time; be able to hang in each others' rooms and not be treated like kids; not be bored; the counselors' strictness; don't go in the conference

room for the whole day; everything; that you don't have to stay with counselors the whole time; nothing really; I don't know.

9. 82% Plan on returning to camp next year.

10. 82% Overall enjoyed their stay at camp.
Comments: Make rules; I got a little homesick the last night; it was alright; I had a great time thanks see ya next year; girls and boys should be able to talk more often; I think it was great; I love this camp thank you for everything! Midnight football was tight; our counselor was so cool; after the first day; no freedom; stay out later and have a campfire; this camp was not so good; the first day was sorry but the next days were good.

11. 56% of the youth are interested in receiving information about other Camp Fire programs.

12. The following are things the youth learned at Peace Camp about getting along with others: That if you treat them how they want to be treated they'll treat you how you want to be treated! I learned that words are better then fists; that they are really funny; don't be mean to people we don't know; that violence solves not a thing; to be a good friend; nothing; having fun; you can never have too much friends; make more friends; that peace is not everything; work together; that you can meet new friends but still keep your old ones; no fighting; don't hate; nothing; give people a chance; I have learned that everyone is different; don't know right now; that if someone is different it doesn't make you better; it doesn't work in some situations; to not to be rude.

13. The following are ways the youth will use the material they learned at Peace Camp: I will be more peaceful; I will tell my friends how to act instead of fight; tell everyone about it; yes; don't know; try to get along with everyone; to try and spread peace; I might try to get along with others; none; be more nice; I will make peace with the people I have made fun of; make peace with some people I do not know; to make friends with people even if you don't know them.

14. The following are thing the youth learned at peace camp that they will tell others: That peace is loving people/joyful and helpful for others; I will tell others that violence will put you back in life whether you were defending yourself; peace is a big part of the world; the food was free and good; that it was ok; about tolerance; I will not tell my friends cause they would treat you like a punk; nothing; don't know; even though we are young we can accomplish a lot; that peace is good; that peace is not bad; how to start a government; it's a cool camp and some fighting is wrong and we should find another solution; the workshop is not very fun; to be nice to each other and don't judge people by the cover.

15. The following are things the staff did to make their experience enjoyable: They made it kind of fun! Talk to us and let us do whatever we wanted; don't let us get in trouble; they let us play football at night and some were cool; being cool; last 2 days they let us have fun; freedom; stop the bossing; they were all cool; she was fun; everything!,

being funny; football at night; talked a lot played games; talk to us like teenagers; let me have more freedom; they were funny and it was always a fun moment with the exception of workshop sometimes; they were really funny; games.

16. The following things at Peace Camp would have made the youth feel more comfortable: If there were no boys; to sleep longer; sleep in; being free; I don't know; music; night football; if kids got along with me; the staff and friends; my counselor; friends; more girls to talk to; food; talk to the girls at night and have that much rules; free soda and snacks; the staff and a little more people; being able to walk down the guys' hall; you always have some sort of staff member with you; I had my friends; not having so much rules.

RECOMMENDATIONS

This Final Report presents the results of the four Chandler sites in the spring of 2002 and the summer Peace Camp program implemented in the summer of 2002. The results of both the spring and the summer evaluations show positive effects of the program. These results should be reviewed to determine if there are ways to improve the program.

APPENDIX A: VERBATIM WRITTEN SURVEY RESPONSES

Pre-Survey Written Responses to Item 9

What are ways to resolve conflict between two people? Tell as many ways as you can.

- You can just talk about what you two don't like about each other, let it be known.
- Jump into the middle of them.
- Pull one to the side and talk to them.
- Talk it out.
- Talk with them.
- Ask questions on how they feel.
- Ask if there is anything I can do.
- Make them work it out and talk about the conflict.
- I would ask him to have a chat and talk about what we don't like about each other.
- Talking about the problem, they both can walk away, or just admit that someone did wrong.
- You can talk to them about it.
- I would walk away from it. Talk about what's going on.
- To talk to each other solve the problems.
- I leave it alone and not get into it.
- Talk about it, resolve it, forget about it.
- Leave them alone, don't be in it, walk away, talk about it.
- Walk away, talk about it, tell a grown up.
- Make them talk it out, not by fighting.
- Fight, get friends on each other, guns, knife.
- Tell them to kiss and make up, ask why they are fighting.
- Kiss and make up, walk away, talk about it.
- Talk it out. Tell them what really happened.
- Talk about it.
- First have the person walk away or trust your heart and not your gut.
- Talk it out.
- Stop when something is happening.
- Tell the teacher about it, the person should not if they don't want to.
- Talking.
- Talk it out, ask questions.

- Be kind, have a good attitude, help people out.
- Have them sit down and talk about it.
- To resolve is you can tell them to talk, no arguing about it. The most peaceful way will be talking, not fighting.
- Have them talk.(8)
- Well you can just walk away or just stay and talk about it and try to resolve your problem and be friendly or just not talk to the person or people.
- Talk the problem out, go to a teacher, go to an elder.
- Talk it over, fight.
- Talk it out, write it out, talk to other people.
- Call somebody, talk to them.
- Try to get them to talk to each other before they start a conflict.
- Talk it out.
- Try to stop it, call someone, split them up.
- By not fighting, talking things out.
- Talk everything out.
- Fighting should be the last think on your mind you should try to talk it out first, talk to a teacher, parent or friend.
- Run, talk or fight if need to.

Post-Survey Written Responses to Item 9

What are ways to resolve conflict between two people? Tell as many ways as you can.

- Talk it out, tell an adult, tell a teacher, tell a counselor.(3)
- Talk about it, walk away.(12)
- Find out all the info first.
- I think if someone's talking about you then you should ask them about it and talk it out.
- Well you can tell them not to fight and to be cool with each other.
- Tell them to talk it over before they make any mistakes.
- Walk away.
- Talk to that person, going up to him or her telling them if they were talking at me.
- Staying out of trouble, not getting in peoples business.
- Ask why they are fighting, walk away, talk it out.
- Talk it out, take time away from the person.
- Talk about it, ask for explanations.
- Talk about it, ignore it.
- Just tell people that it is wrong.
- Walking away, talking it out, talk to a teacher, fighting would be the last thing I would do.
- Talk about it to them first.
- Talk about it.
- Talk to them, get them to talk to each other.
- You go up to the person and talk to them nicely, hear each others side of the story. Depending on what the problem is how you handle and deal with it.
- Talk about it, solve the problem.
- Well I think you could tell a teacher or get some of your friends.
- Talk to the person, write them a letter, send them e-mail.
- Tell them to quit and walk away if they start fighting don't try to break up because it would bring violence to you.
- Talk resolve with other adult, fight (if necessary), snitch.
- Break it up.
- Communication (talk it out), inviting to your house, make friends, hang out together.
- Tell them to quit, if they don't I will leave don't try to break it up you will be in the fight too.
- Tell them to stop, break it up.

- You can tell them to communicate to solve the problem.
- Walk away, talk to them.
- You can have them communicate with them, tell them to stop arguing.
- Talk to them, get to know them better, don't argue.

Pre-Survey Written Responses to Item 10

What are ways to decrease violence? Tell as many ways as you can.

- No one look for trouble with each other.
- Talking it out, walking away.
- Don't fight, no conflicts.
- Talk it out or walk away.
- Ignore people.
- Walking away.
- Ignore trash talkers.
- Ignore stuff, don't follow the people that do it.
- Confront the person talking trash about you, walk away from fights.
- Don't talk about someone, don't start nothing, walk away from it.
- No fighting, don't talk trash, don't be racist, no guns, no drugs.
- Talk more than acting, listen, keep an open mind.
- Walk away.
- Well if we just get the bad people and other and teach them or tell them so there is no more violence and crime.
- It's hard to say because nobody really listens to what others have to say.
- No fighting, drugs, gangs, arguments.(7)
- Have people talk about it, don't fight, tell someone else.
- Guns, fights, fire, killing, abuse, car accident.
- Don't fight, don't talk smack.
- Prevent violence by avoiding it and telling someone when it's about to happen.
- No fighting, no guns only for police or the army.
- Don't fight just talk about it.
- No arguing, no fighting.
- Have no involvement, act like you don't hear it.
- Talk to people, community projects, all that good stuff.
- Be nice to each other.
- Don't fight.
- Don't tolerate it in school, don't talk crap.
- Don't fight and be mean.
- Not to get involve.
- Get the community involved, make barbeques.
- More positive things.
- By having curfew and no guns out on the streets.

- Walk away, don't pay attention.
- Not to get involved in it be more safe.
- Walk away (just let it go), just mind your own business.
- To walk away. Talk it out.
- To go away.
- Walk away from the problem.
- Tell, a teacher, tell a counselor, talk about it and walk away.
- Tell a teacher, walk away, tell a parent, tell friends or talk about it.
- Walk away, do not carry weapons, don't be involved with gangs, and be involved with school (sports, dancing, etc.)
- Walk away.
- Show people you care.
- Try to treat others as you want to be treated.
- Talk to your friends about walking away and they will tell their friends the same and it will most likely spread around.

- Talking to teachers, stay in school, resolve problems with other people, help other people with their problems.(2)
- Just do your best.
- Tell a teacher, a parent, a friend or talk about it.
- Don't talk trash, be polite, ignore violence, don't fight.
- Well you can get people together and make them talk.
- No talking behind each others backs.
- Talking about it, programs.
- Don't snitch, don't talk crap, don't talk about other people that isn't true.
- Get away from it, teach it.
- Help each other.
- Don't shoot people, don't fight so much.
- Get along with everyone that way no one wants to fight.
- Never give up try to work things out discuss last thing you should do is try to fight.
- Not sure, because from what I see it is somewhat impossible for violence to stop.
- More community projects.
- Not getting in trouble.
- Not to get in the middle of a fight.
- Stop the gangs, put peace flyers up.
- Walk away, talk about it.(7)
- Talking, go to teachers, stay in school, solve problems.
- Don't say anything to nobody that will offend anybody.
- Work things out and talk about it.
- Make them talk about the problem, fix everything before they start a fight.
- Talk it out, ask how it happened.(3)
- Talk and walk away, don't fight.
- Not bring weapons, do the good things not the bad, follow the rules so you won't get in trouble.
- Peace project, no fighting.
- Stop talking about people, stop the prejudice, stop the racism, stop the gangs & drugs, share feelings in a positive manner.
- Don't snitch on people, don't do stuff to people, don't be in a rival gang.
- No drugs, no drug selling.
- Walk away, talk it out, ignore that person.
- Peace in community, teach it to younger kids, have more activities for kids.
- You can break up the fight.

Post-Survey Responses to Item 11

What are the most important things that you learned during this program? List and describe as many things as you can.

- Well I would change the activity and make it better by having better games.
- Violence is part of out everyday life, racism is always going on and people go to fighting first.
- How to respect people, just stay out of trouble.
- I learned that this world needs more peace in our community.
- Peace is good.
- Peace, getting along with other people. Discussing things.
- Call someone when someone is being killed.
- Just get along with everyone, don't start fights.
- Promote peace.
- Not to fight with another person, walk away from a fight.
- Stop fighting let everyone get along.
- To ignore fights, to walk away and then there will be no violence.
- When a friend is talking behind your back first ask if it was him or her.
- Know not to fight for little things.
- How to create peace with community, work things out, talk about it.
- To take action on what you want.
- To make peace, and that you gain more respect by not always fighting.
- To be a peace maker, to help people.(3)
- How to work out problems.
- Walk away, talk about it, be nice.(6)
- Violence is wrong just don't do violence to everything that is not yours. Shouldn't treat other people with disrespect.
- Non-violence, how to resolve a conflict.
- Fighting doesn't solve anything.(3)
- How to make peace between others.
- Everything, conflict resolution.
- I learned that a fighter won't get as much respect as a person who walks away.
- I learned peace, not to do drugs.
- Don't fight back, communicate when your in a fight instead of using your fist.
- Don't fight, don't be racist, be polite to others, respect your elders, don't judge people of how they look, promote peace.
- The most important thing I learned in this program with Adam is that fighting is not everything.

APPENDIX B:
IN PURSUIT OF PEACE CURRICULUM

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In Pursuit of Peace Program Overview

Creating peace within a community is a challenge. The success occurs when citizens take it upon themselves to become peacemakers. The In Pursuit of Peace Curriculum encourages students to become social activists in their community for peace. Through this curriculum, students learn to recognize conflict, understand the cause and work towards a resolution. Students document the peace they observe in their lives and community in a peace journal. This helps the youth to realize their potential to create peace in their community. Students learn that great things come about when citizens decide to become active in their community. They learn about great social activists throughout history. By teaching the youth that change is created through citizens, we encourage them to take a stand against violence.

Social activism is a lifelong commitment toward improving the quality of life for many people. Students who receive this curriculum not only receive education about peace, but also an opportunity to internalize the peace issue. Once the students have received the peace education, they create a project to address the issue. This project can address peace in their families, schools, communities or even more. The projects the students implement have a direct effect on themselves and their community.

Through this peace education and peace project, Camp Fire hopes to provide the first step for these youth to become actively involved in their community around the peace issue. These small steps create social change on a grass roots level, which has the possibility of growing into something greater.

Goal:

Teens realize the importance of creating peace in their lives and community and take it upon themselves to become social activists around the issue of peace.

Objectives:

- Teens identify violence that affects their community
- Teens identify peaceful solutions to the violence
- Teens document peace in their lives and community in a peace journal
- Teens learn about social activism
- Teens learn conflict resolution skills
- Teems implement a peace project
- Teens celebrate and reflect upon their experience

SESSION 1
IDENTIFYING VIOLENCE

SESSION GOAL

Students identify that affects their community and determines peaceful solutions to the problem

SESSION OBJECTIVES

- Define leadership
- Identify violence that affects the community.
- Identify solutions to the violence.
- Assign students to research famous peacemakers

SESSION 2
SOCIAL ACTIVISTS

SESSION GOALS

Students learn about social activism through exploring famous peacemakers.

SESSION OBJECTIVES

- Define social activism.
- Identify artistic peacemakers.
- Identify historical peacemakers.
- Assign students to reflect on peace through words or pictures.

SESSION 3
GETTING INVOLVED

SESSION GOAL

Students understand that getting involved and preventing violence is the responsibility of those who are around it.

SESSION OBJECTIVES

- Review peace pictures and words.
- Show that bystanders affect the level of violence in their community.
- Identify the emotions of attackers, victims and bystanders.
- Identify organizations that deal with violent acts.

SESSION 4
PEACE PROJECT PLANNING/PROJECT PROPOSAL

SESSION GOAL

Students take the first step towards social activism through creating a project that will promote peace in their community.

SESSION OBJECTIVES

- Plan a service project to address the group's issue
- Complete a group consensus on a peace project.
- Complete peace project proposal

SESSION 5
CONFLICT RESOLUTION

SESSION GOAL

Students identify sources of conflict and how to resolve conflict.

SESSION OBJECTIVES

- Identify peer pressure as a catalyst for conflict.
- Identify peacemakers in their lives.
- Identify causes of conflict.
- Determine ways to avoid or resolve conflict.

SESSION 6
PEACE PROJECT PROGRESS REPORTS

SESSION GOAL

Students report on the progress of their project to determine challenges and create further plans to implement.

SESSION OBJECTIVES

- Students report on progress of tasks.
- Students discuss potential problems.
- Students create plan to eliminate problems.

SESSION 7
PEACE PROJECT

SESSION GOAL

Teens become social activists through implementing their chosen peace project.

SESSION OBJECTIVES

- Youth implement peace project.

SESSION 8
REFLECTION, EVALUATIONS & CELEBRATION

SESSION GOAL

Teens reflect on the peace project and discuss the experience of being social activists.

SESSION OBJECTIVES

- Reflection discussion
- Evaluation of program and project
- Celebration of shared success

APPENDIX C:
STUDENT OUTCOME SURVEY: PRE-SURVEY
CAMP FIRE, ARIZONA COUNCIL
INSTRUCTIONS

Program Participant:

The following is a survey of your opinions about a number of different questions. Your answers will be kept confidential and will not be reported to anyone. We are asking you to complete this questionnaire so that we may better understand your opinions.
Thank you. Camp Fire, Arizona Council.

Tracking Number: ____

Gender: ☐ Male ☐ Female

Ethnic Background: ☐ Anglo ☐ Black ☐ Hispanic ☐ Native American

☐ Asian/Pacific ☐ Other

Your Age: ____

Your Grade in school: ____

Location: ☐ Chandler High School ☐ Boys & Girls' Clubs

☐ Chandler Housing Development ☐ ICAN

☐ Other _____

Directions. Please check if you: A= Agree, U = Undecided, D = Disagree with each of the following statements.

Statements	A	U	D
1. Intolerance leads to violence.	❑	❑	❑
2. It is necessary for male teenagers to carry a gun in our society.	❑	❑	❑
3. Discrimination is an action against people.	❑	❑	❑
4. Scapegoating is a way people project their anger.	❑	❑	❑
5. One person can change the community.	❑	❑	❑
6. I have been involved in a community service project.	❑	❑	❑
7. A person gains more respect by fighting than by walking away from a problem.	❑	❑	❑
8. When you hear your friends have been talking trash about you, you should be ready to fight.	❑	❑	❑

Directions. Answer the questions below to the best of your ability.

9. What are ways to resolve conflict between two people? Tell as many ways as you can.

10. What are ways to decrease violence? Tell as many ways as you can.

Thank you.

Camp Fire, Arizona Council

APPENDIX D:
STUDENT OUTCOME SURVEY: POST-SURVEY
CAMP FIRE, ARIZONA COUNCIL
INSTRUCTIONS

Program Participant:

The following is a survey of your opinions about a number of different questions. Your answers will be kept confidential and will not be reported to anyone. We are asking you to complete this questionnaire so that we may better understand your opinions.
Thank you. Camp Fire, Arizona Council.

Tracking Number: ____

Gender: ☐ Male ☐ Female

Ethnic Background: ☐ Anglo ☐ Black ☐ Hispanic ☐ Native American

☐ Asian/Pacific ☐ Other

Your Age: ____

Your Grade in school: ____

Location: ☐ Chandler High School ☐ Boys & Girls' Clubs

☐ Chandler Housing Development ☐ ICAN

☐ Other _____

Directions. Please check if you: A= Agree, U = Undecided, D = Disagree with each of the following statements.

Statements	A	U	D
1. Intolerance leads to violence.	❑	❑	❑
2. It is necessary for male teenagers to carry a gun in our society.	❑	❑	❑
3. Discrimination is an action against people.	❑	❑	❑
4. Scapegoating is a way people project their anger.	❑	❑	❑
5. One person can change the community.	❑	❑	❑
6. I have been involved in a community service project.	❑	❑	❑
7. A person gains more respect by fighting than by walking away from a problem.	❑	❑	❑
8. When you hear your friends have been talking trash about you, you should be ready to fight.	❑	❑	❑

Directions. Answer the questions below to the best of your ability.

9. What are ways to resolve conflict between two people? Tell as many ways as you can.

10. What are ways to decrease violence? Tell as many ways as you can.

11. What are the most important things that you learned during this program? List and describe as many things as you can.

Thank you.

Camp Fire, Arizona Council

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